

Major Point Interview for Readers

Teacher:

I want you to read several pages of this book. OR, I want you to tell me as much as you can about the first few pages of this book.

I will stop every once in a while (Identify logical stopping places roughly every third or fourth page in picture books, and every two to three paragraphs in longer text).

Then, tell me exactly what you are thinking about. Tell me what you were thinking about as you read the story. The important thing is that you pay attention and remember, so that you can tell me what you were thinking about while you read. You can tell me anything the book makes you think about, any problems you had while reading it, and what you think it is about.

Strategy Use Interview

Uses Schema:

1. When you read that story did it remind you of anything you know about?
What?
Why did it remind you?
(If no response) Did it remind you of any experiences or things that have happened?
2. Are there things you know about or things in your life that help you to understand this book?
3. We have just discussed what this book reminds you of. (Restate child's response)
What do you understand now that you didn't understand before?

Infers:

Select an event or fact that would call for a conclusion or interpretation. Refer to the event or fact when asking questions under number 2 below.

1. (For narrative text) Can you predict what is about to happen? Why did you make that prediction? Can you point to something in the book that helped you make that prediction?
2. What did the author mean by _____? What in the story helped you to know that? What do you already know that helped you to decide that?
3. We have just discussed predicting and inferring. (Restate the child's response)
What do you understand now that you didn't understand before?

Asks Questions:

1. What did you wonder about (or question) while you were reading this story?
2. What questions do you have about this book now? (or wonder about now)
3. We have just discussed the questions you asked. (Restate child's response)
4. What do you understand now that you didn't understand before?

Determines What is Important in Text:

1. Are there some parts of this story that are more important than others? Which ones? Why do you think they were the most important?
2. What do you think the author (name the author) thought was most important so far in this story? Why do you think so?
3. We have just discussed important parts of the story. (Restate child's response)
What do you understand now that you didn't understand before?

Repeat-Think Aloud with Subsequent Text:

Monitors Comprehension / Uses Appropriate Fix-Up Strategies

1. Did you have any problems while you were reading this story? What could you do to solve the problem?
2. When you are reading other stories what kinds of problems do you have? What are all the ways you solve the problems?
3. We have just discussed problems you have (Restate child's response). What do you understand now that you didn't understand before?

Visualizes and Creates Mental Images While Reading:

1. When you were reading this story did you make any pictures or images in your head? Tell me everything you can about that picture or image you made while you were reading just now. Do the pictures or images that you just told me about help you to understand the story better? How?
2. (If no response) Can you think of a story where you made your own pictures or images in your head? Tell me everything you can about that picture or image. Do those pictures or images help you understand the story better? How?
3. We have just discussed the pictures or images you make in your head. (Restate child's response) What do you understand now that you didn't understand before?

Synthesizes:

1. If you were to tell another person about the story you just read, and you could only use a few sentences, what would you tell them?
2. Think about what you have just said about the story. What do you understand now that you didn't understand before?

Major Point Interview for Readers

Scoring Rubric

Thinks Aloud

1	No response, random thoughts unconnected to the text
2	Disconnected thoughts relating more to the pictures than the text
3	Thinking is tied to text events/ text content; beginning inferences, may be inaccurate in relation to text, more tied to personal experience; may identify problems (word level) during reading
4	Generates questions, identifies problems, infers, elaborates text events with own experience, may make predictions about overall book meaning
5	Clearly expresses own thinking, may speculate about theme, discusses how own thinking supports or inhibits comprehension

Uses Schema

1	No response, schematic connection
2	Can talk about what text reminds him of, but cannot explain; reference to schema may not be clearly connected to text
3	Relates background knowledge/ experience to text
4	Expands interpretation of text using schema; may discuss schema related to author, text structure; may pose questions based on apparent discrepancies between text and background knowledge
5	Explains how schema enriches interpretation of text; talks about use of schema to enhance interpretation and comprehension of other texts; connections extend beyond life experience and immediate text

Infers

1	No response/ inference
2	Attempts a prediction or conclusion, inaccurate or unsubstantiated with text information
3	Draws conclusions or makes predictions that are consistent with text or schema
4	Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction
5	Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge or ideas and beliefs

Questions

1	No questions/ irrelevant questions
2	Poses literal question(s)
3	Poses questions to clarify meaning
4	Poses questions to enhance meaning of text (critical response; big idea), may explain how posing questions deepens comprehension
5	Uses questions to challenge the validity of print, author's stance, motive, or point of view

Determines What is Important in Text

1	No response, random guessing, inaccurate attempt to identify important elements
2	Identifies some elements (primarily pictures) as more important to text meaning
3	Identifies words, characters, and/or events as more important to overall meaning – makes some attempt to explain reasoning
4	Identifies at least one key concept, idea, or theme as important to overall text meaning, and clearly explains why
5	Identifies multiple ideas or themes, may attribute them to different points of view, discusses author's stance or purpose and its relation to key themes and ideas in the text

Following a Second Reading and Think-Aloud:

Monitors Comprehension:

1	Little or no conscious awareness of reading process
2	Identifies difficulties – problems are often at the word level; little or no sense of the need to solve the problem; does not articulate strengths; identifies need to concentrate; says sound it out
3	Identifies problems at word, sentence, or schema level; can articulate and use a strategy to solve problems, usually at a word or sentence level
4	Articulates and uses more than one strategy for solving problems; focuses on problems at the schema (more global) level
5	Identifies problems at all levels; uses a variety of strategies flexibly and appropriately given the context and the problem

Visualizes:

1	No response
2	Describes some visual or other sensory images; may be tied directly to text or a description of the picture in the text
3	Describes own mental images, usually visual; images are somewhat elaborated from the literal text or existing picture
4	Creates and describes multi sensory images that extend and enrich the text
5	Elaborates multi sensory images to enhance comprehension; can articulate how the process enhances comprehension

Synthesizes:

1	Random or no response, may give title
2	Identifies some text events; random or nonsensical order
3	Synthesizes with some awareness of event sequence: beginning, middle, end
4	Enhances meaning in text with synthesis; may incorporate own schema; uses story elements to enhance the synthesis, may identify key themes
5	Succinct synthesis using internalized story/ genre structure, identifies key themes; may articulate how synthesizing promotes deeper comprehension

Retelling:

1	Random response; may be related to story; may give title
2	Retelling reveals beginning awareness of event sequence
3	Uses story elements (character, setting, conflict, sequence of events, resolution) and/or genre structure to organize a relatively accurate retelling (beginning, middle, end)
4	Story elements/genre structure clear in an accurate retelling; refers to interactions between story elements (how problem affects character, how setting changes problem, etc.)
5	Uses all story elements/genre structure and inferences to capture key themes in piece; points out interrelationships between elements; talks about how the overall meaning is influenced

Keene, Goudvis, Schwartz (1995)